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A Sequential English-Language-Arts Curriculum in Linguistics, Logic, Semantics, Rhetoric, Composition, and Literary Analysis and Criticism for Grades Kindergarten Through Twelve. Final Report.

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The goals of the Wisconsin-English-Language-Arts Curriculum Project were (1) to study what should be taught in English language arts in grades K-12, (2) to develop a sequential curriculum for those grades, (3) to design, identify, and test appropriate teaching methods and instructional materials, and (4) to establish demonstration centers to determine the success of the curriculum recommendations. The sequential curriculum--eventually published as one volume, "English Language-Arts in Wisconsin" (ED 018 410)--was developed in three stages: literature and reading; speaking and writing; and language and grammar. Development of each stage involved committee discussions and reports, conferences, guest lecturers, and summer workshops. (Appendices of this report list participants in the project and provide a chronological account of the 5 years of the project's existence.) (JS)

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FINAL REPORT
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U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

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A Sequential English-Language-Arts Curriculum in Linguistics, Logic, Semantics, Rhetoric, Composition, and Literary Analysis and Criticism for Grades Kindergarten Through Twelve

Robert C. Pooley, Director

State Department of Public Instruction

Madison, Wisconsin

June 30, 1968

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English Language Arts Curriculum Project
Wisconsin Department of Public Instruction

School districts in Wisconsin personally visited by the project director or coordinator.

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I. Introduction

A. Problem

When the Office of Education launched Project English in 1961, administrators in the State Department of Public Instruction and distinguished educators in the field of English saw an opportunity to fulfill an urgent need for a study center concerned with the K-12 curriculum in the English language arts in the state of Wisconsin. Such a center was needed for several reasons:

1. There was a need for closing the gap between present knowledge and the current practices and content in the field of English language arts.

2. There was an apparent lack of limits and purpose of the English curriculum illustrated by the profusion of remotely related materials in the existing program.

3. Scientific and technological developments had magnified the need for improved communication.

B. Background

Wisconsin education had been undergoing vast changes since 1950. By 1961 school districts had dropped from 5844 to approximately 850. The new size of the districts had necessitated the hiring of directors of instruction, and in some districts additional supervisory personnel, with the express purpose of working toward the improvement of instruction. These administrators had encouraged the schools in their districts to develop and write curriculum guides in specific subject matter areas; however, the developed guides were seldom more than an outline of an adopted textbook. Some dealt with content and basic concepts, with the role of the learner and teacher, and with suggested activities and sources of teaching materials.

In the 1930's, Dr. Robert C. Pooley, University of Wisconsin Professor, Mr. Harry Merritt, Secondary Supervisor of the Department of Public Instruction, and Miss Delia Kibee, Elementary Supervisor of DPI, toured Wisconsin in an effort to help local school systems improve their English curricula. By 1944 the University of Wisconsin had joined forces with the Department of Public Instruction to found the Wisconsin Cooperative Educational Planning Program. Dr. Gordon MacKenzie, on loan from the University, was the Department's first curriculum coordinator. This program produced many curriculum bulletins and offered workshops for the improvement of curriculum.

Throughout the years the state university and colleges and the Department of Public Instruction continued to cooperate with each other. Members of college and university staff were represented on the Curriculum Guiding Council, whose function was to advise the Department on general curriculum. In 1944-45 Dr. Pooley surveyed the state English programs by personal visits to schools in selected counties, and issued a report Teaching English in Wisconsin, published by the University of Wisconsin Press in 1948.

From 1948-1951 the Department issued six bulletins covering topics such as "Abilities and Skills in Oral and Written Communications," "Handwriting in the Language Arts Program," and "Organization and Administration of a Reading Program." These bulletins brought to teachers current knowledge, ideas, and trends in the field of English. From the enthusiastic teacher response created by these bulletins emerged the realization that educators of Wisconsin needed more extensive help in the English language arts. Furthermore, teachers and administrators obviously needed to be kept more informed in regard to the efficacy of modern approaches in instruction and content.

Over the years Wisconsin has had several foundation grants to develop instructional procedures. The Wisconsin Improvement Program has achieved national recognition for its work with scheduling, internship, and staff utilization. In 1960 Wisconsin began participating in the Midwest Program Airborne Television Instruction. Although this television program can be received only by TV sets in the extreme southeastern part of Wisconsin, its influence has been felt in other areas through the work of specialists trained in programming.

Upon the founding of the Wisconsin Council of Teachers of English, Dr. Robert C. Pooley was named chairman of its Curriculum Committee. With very modest funds and some part-time help furnished by the University of Wisconsin, an active organization of local committees of English teachers was brought into being. With the aid of bulletins issued from Dr. Pooley's university office, several hundred teachers studied the teaching of literature in 1960-1961, the teaching of composition in 1961-1962, and the teaching of language and grammar in 1962-1963. Reports of these curriculum activities were published in the Wisconsin English Journal for three successive years. This technique of correspondence with volunteer local committees was adapted and enlarged by the Curriculum Project at its inception in May, 1963.

In spite of these attempts to keep teachers informed of current developments in English curriculum, the Department of Public Instruction felt that the establishment of a curriculum center would solve the problems outlined in the introduction to this report on page 1.

C. Objectives

As part of an integrated study design, the curriculum study center would:

1. Make an intensive study of what should be taught in an English Language Arts K-12 program, and why it should be taught.

2. Develop a sequential program from kindergarten through grade twelve to present the ideas garnered from the study mentioned in item 1. This program would be designed to take full account of the growth and developmental characteristics of children and the latest knowledge of how children learn and function.

3. Design appropriate methods for teaching the sequential program.

4. Identify materials best suited to implement the teaching methods.

5. Test in actual classrooms materials and teaching methods derived from this study.

6. Establish demonstration centers to determine the success of curriculum recommendations.

The study aimed to involve every school system, every separate school, and, so far as is feasible, every teacher concerned with the language arts in the state of Wisconsin. The ideas of the scholar were to blend with those of the practitioner to produce usable recommendations for the elementary and the secondary schools. The results would help teachers clarify their thinking and understanding of their present practices and concepts and of the impact made by the modern advances in the content and the instruction in the disciplines.

The resulting curriculum would bring to teachers new ideas, fresh approaches, and stimulating materials to awaken a new interest in the English language arts, leading to better teaching and the improved performances of students. Consequently, the teachers would become aware of current developments in

content and procedures which up-date the curriculum and which present recommendations designed to provide an education applicable to each student as well as to the group. Materials used by teachers would be improved, used experimentally, and their effectiveness tested.

II. Method

Under the direction of Robert C. Pooley, the study center was conducted as a cooperative effort by elementary, secondary teachers, and college professors of English and education. All of these worked as equals, their educational experience combined in a unique effort to improve curriculum.

The center was jointly sponsored by the State Department of Public Instruction in collaboration with the Wisconsin Council of Teachers of English, the Wisconsin Speech Association, the Wisconsin Journalism Teacher-Adviser Council, the nine Wisconsin state universities, and the University of Wisconsin, Madison-Milwaukee. This joint sponsorship was made possible because of the long history of close working relationships among the participating organizations. Particularly important to the effectiveness of the study was the availability of the contacts already established by the WCTE and the DPI with schools throughout the state.

The investigators developed the English curriculum in three phases: the first year of the study was devoted to literature and reading; the second year to speaking and writing; the third year to language and grammar. The resulting curriculum delineated a cumulative growth pattern, and viewed the teaching of English as a completely integrated activity; it was designed to include all students except those placed in special classes because of mental retardation or severe emotional problems.

A. Staffing*

The director of the project, Dr. Robert C. Pooley, initiated, coordinated, and directed the activities of the sponsoring groups, including the development of correspondence study groups of teachers, the development of materials and procedures, and evaluation of materials and procedures, and the publication of the final curriculum. Dr. Pooley also helped

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*In addition to the staffing information contained here, a roster of project staff and participants is presented in Appendix A of this report.

in promoting the transition of the project to the regular departmental activities.

The project coordinator, Dr. Leonard V. Kosinski, assumed the duties of the director when he was not available. Dr. Kosinski was a staff member from the beginning of the project until September 1, 1966, when he accepted the position of Educational Director, KTCA television station in St. Paul, Minnesota.

The state superintendent appointed a policy board for the duration of the project. Members of this committee were university professors and administrators and the assistant superintendent of the Department of Public Instruction. Its function was to meet when necessary to make policy decisions regarding project goals, staffing, and budget.

A steering committee was formed each year of the study for the purpose of giving consultation as the director needed. This committee included university, college, and public school educators, administrators from Wisconsin schools, and supervisors from the Department of Public Instruction. This committee met approximately three times per year.

Consultants from out of state were invited to contribute their knowledge and experience in curricular trends, and to address gatherings of teachers and administrators throughout the state. Research assistants were hired to help develop source material and to supervise programs of the project. Their duties included writing monthly bulletins for distribution to schools, assisting in summer workshops, and helping to arrange and edit the curriculum produced by the project. A secretary was hired through the civil service to answer telephones, take dictation, type, and file as necessary.

B. Approach

The study center established initial contact with Wisconsin schools by distributing a brochure describing the project and its objectives to school administrators, supervisors of instruction, elementary school teachers, high school English chairmen, junior and senior high school English teachers, and teachers of speech and journalism. These persons were invited to participate in the program, and in particular, school administrators were asked to correspond directly with the project director to arrange for a conference or lecture in their schools.

The next task of the center was to draw facts from preliminary surveys taken by the Department of Public Instruction and the Wisconsin Council of Teachers of English of problems and procedures for teaching growth patterns in literature and reading, speaking and writing, and language and grammar, to give the project staff some conception as to what problems needed immediate attention.

As previously stated, the first year of the project was devoted to the improvement of teaching literature, the second year to speaking and writing, and the third year to language and grammar. The curriculums were developed by means of (a) bulletins issued monthly from the study center and distributed to special committees which had been formed in elementary and high schools throughout the state; these committees met to discuss principles and ideas set forth in the bulletins and to summarize their discussions for submission to the study center, (b) conferences at state centers and individual schools, (c) meetings featuring distinguished consultants invited to address gatherings of teachers and administrators, and (d) summer workshops at which selected teachers did the actual writing and evaluation of the curriculums using collected materials for reference; these teachers shared their experience and knowledge gained from workshop participation with their colleagues at their home schools. (Participants in a one-week workshop received one graduate credit upon request, and for participating in a two-week workshop, two graduate credits.) The following section on curriculum formulation describes how these four steps were accomplished.

C. Curriculum Formulation

1. Literature Phase: 1963-1964

a. Monthly Bulletins

The elementary bulletins during this period covered a variety of subjects related to the teaching of literature which offered much food for thought and discussion. Teacher committees were formed in 230 schools for the purpose of discussing and recording their reactions to the elementary bulletins which covered the following topics:

Literature as an Aesthetic Experience
The Importance of Considering Structure in the Teaching of Literature
The Gift of Imagination
The Creative Use of Audiovisual Material
Insight Through Folk Tales

Literature in the Round
Sequential Approach to Lyric Poetry
Creating Ballads in the Classroom

The initial high school bulletin this year introduced the study and its purpose to teachers, and presented a statement of principles underlying the teaching of literature. Three hundred committees met to discuss these bulletins and record their reactions and comments for submission to the study center. Topics for discussion in successive bulletins were:

Anthologies and Their Use
Recreational Reading and Book Reports
Unit Planning and Unit Testing
Utilization of Audiovisual Materials
Shakespeare
Teaching Poetry
Tests of Literature

b. Conferences at State Centers and Individual Schools

In an attempt to establish direct contact with Wisconsin teachers of English, the project director and the project coordinator spoke at 12 different teacher and administrator conferences being held throughout the state. Additionally, they addressed 96 audiences totaling 13,215 teachers and administrators in different school districts. They informed conference participants and school district gatherings about the project; they discussed and gathered facts and opinions for consideration in the formulation of the literature curriculum; and they appealed for the understanding and use of the curriculum so that the project's goals could be effectively attained.

On two occasions the director and his staff discussed the project over radio broadcasts. Emphasis was placed on teaching materials at the different grade levels.

The project director and his associate visited the Nebraska Curriculum Development Center at the University of Nebraska to exchange ideas, to view classroom techniques, and to establish a close coordination between the two curriculum centers.

On October 3, 1964, 53 educators from 27 academic institutions met at Lawrence University for the purpose of exchanging ideas and opinions on specifically assigned topics. The host was Professor Kenneth Sager of Lawrence University. Professor Stanley B. Kegler, Director of the

Minnesota Project English Curriculum Development Center, gave a talk entitled, "Grammar: A Forward Look." Professor Kegler discussed the Minnesota center's concentration on identifying and analyzing informational and conceptual content from a wide variety of disciplines. In the morning and afternoon, three discussion groups met to consider the following topics:

- Basic Principles in Preparing Teachers to Teach Literature

- Basic Principles in Preparing Teachers to Teach Speaking and Writing

- Basic Principles in Preparing Teachers to Teach Language and Grammar.

c. Meetings Featuring Distinguished Consultants

On four occasions distinguished educators in the field of English were invited to address Wisconsin teachers at special conferences. The University of Wisconsin sponsored a one-day English conference on July 9, 1963. The main feature at this conference was the English curriculum project. Dr. G. Robert Carlsen of the State University of Iowa addressed the assembly, and a panel of five Wisconsin Teachers discussed different aspects of the curriculum study.

Dr. Dora V. Smith of the University of Minnesota addressed elementary school teachers from the Milwaukee area on October 5, 1963. A transcript of her presentation entitled "The Place of Children's Literary Heritage in Elementary Schools" was prepared and distributed to teachers for use as an appendage to a book list distributed earlier.

Dr. Helen C. White of the University of Wisconsin addressed a regional group of nearly 140 administrators, supervisors, and teachers on January 9, 1964. Dr. White spoke on the teaching of Shakespeare, and from her talk and the discussion following, many useful points were noted for absorption into the literature curriculum.

At the annual conference on the teaching of English, held at the University of Wisconsin on July 7, 1964, Dr. John C. Gerber, Chairman of the Department of English of Iowa State University, spoke on "Varied Approaches to the Teaching of Literature." Panel members spoke specifically on problems that remained unanswered at the junior and senior high school levels. Dean L. J. Stiles, School of Education, University of Wisconsin, discussed "What To Do About Poetry."

The project director presided at this conference which was attended by over 140 teachers.

d. Summer Workshops

A summer workshop was held from July 19 through August 1, 1964, at Stevens Point State University for the purpose of developing the literature curriculum. Twenty-five outstanding teachers were selected by the project director to participate as consultants in this workshop.

Prior to the workshop, the project director sent each participant a number of bulletins to help them prepare for the task of creating guidelines in the teaching of literature, grades K through 12. In one bulletin, seven characteristics of a good literature program were proffered: that a good literature program (1) is sequential, (2) is comprehensive, (3) is adjusted to levels of ability, (4) is balanced between instruction and encouragement of individual free reading, (5) makes effective use of supplementary materials, (6) recognizes the new as well as the old, (7) measures the success of instruction by students' ability to deal with literature. Another bulletin cited some controversial statements about the literature program by Dr. Albert Kitzhaber of the Oregon English Curriculum Center. Teachers were asked for their reactions to statements such as this:

> "Literature...is considered a record of the thoughts of the most perceptive men of all eras, and so we pervert the study of literature to the study of history, making it at best a semi-respectable poor relation of history and at worst that bane of existence, the 'core curriculum.'"

Next, the teachers were asked to respond to questions such as, "Should literature instruction center on (a) the work itself, as literature? (b) the value of the work to the life and conduct of youth? (c) the value of the work in our cultural heritage? (d) the significance of the work in revealing ideas, attitudes and points of view of its period of writing?" Finally, answer sheets relating to the monthly elementary and high school bulletins, which had been completed and submitted by committee chairmen throughout the state, were tabulated and the data contained therein used in the formulation of the literature guidelines.

Consideration was carefully given to every possible aspect of teaching literature, with the emphasis on

quality and not the quantity of literature taught, upon the teacher as a humanist, and upon sequence and continuity in the learning process. By the end of the two-week period, approximately 150 pages of typed manuscript had been produced by the teacher/consultants and were ready for comment by advisors. After final comments and suggestions were received, the curriculum was reedited and prepared for publication. Five thousand copies of the guide entitled, Teaching Literature in Wisconsin, were distributed in February, 1965, to teachers, supervisors, and administrators throughout the state. Copies were also distributed to curriculum centers in operation throughout the country and to federal government officials.

2. Speaking and Writing Phase: 1964-1965

a. Monthly Bulletins

This year 190 committees were formed to receive and discuss the elementary bulletins. The initial bulletin presented a set of principles which could be combined into the teaching of speaking and writing. Topics of subsequent bulletins were these:

Planning the Year's Program in Writing
The Speech Program
Evaluating the Written Piece of Work
Teaching Imaginative Writing
Teaching Reportorial Writing and Speech
Research in Language Arts

The final bulletin in the elementary series covered a report on reactions, opinions, suggestions, and materials which committee chairmen had submitted to the curriculum center.

Approximately 250 committees met each month to discuss the high school bulletins this season. The initial bulletin, like the elementary bulletin, presented a set of speaking and writing principles for high school teachers' reactions. Other bulletins discussed:

Planning a Program in Writing
Planning a Program in Speaking
Evaluating Student Themes
Planning a Creative Writing Assignment
Planning a Reportorial Writing Assignment
Integrating Writing with Reading

The final high school bulletin this year provided teachers with a bibliography of books and articles which had been mentioned in previous bulletins, and which would keep teachers informed of current knowledge in the field.

b. Conferences at State Centers and Individual Schools

To continue the direct contacts established with Wisconsin teachers of English during the first year of the project, the project director and his associate spoke at nine conferences being held throughout the state. Many valuable facts and opinions were gathered with respect to current trends in teaching speaking and writing; these were taken into consideration for inclusion in the curriculum by project staff and summer workshop participants.

Of particular value to the project this year was the annual conference of the Speech Association of Wisconsin. The theme of this conference was "The Close Integration of Speaking and Writing." The work at the NDEA Institute at Eau Claire State University this year was also based upon speaking and writing. The blending of scholarship and ideas at these meetings did much to encourage teacher response toward the curriculum produced by the project.

Educators from 27 academic institituions met at Eau Claire State University on October 2, 1965 to discuss various facets of teaching speaking and writing. This conference grew out of the success of the meeting held at Lawrence University in 1964. Professor Joseph Laine of Oshkosh State University spoke on "Speech and High School Communications," and Professor Ednah S. Thomas of the University of Wisconsin-Madison addressed the audience on the subject of English composition. After the main addresses, discussion groups met in three groups to deliberate over the following topics:

- Integration of Speech and Writing
- Content and Organization of Methods Courses in Speaking and Writing
- New Techniques in Speaking and Writing

The project director and coordinator continued to address teacher audiences in different school districts throughout the state. During the speaking and writing phase they spoke to 146 groups totaling 11,300 persons.

On December 8 and 9, 1964 a radio report on the curriculum project was broadcast on eight stations of the

Wisconsin Radio Council. The project director emphasized the teacher-training aspects of the project.

c. Meetings Featuring Distinguished Consultants

This year, Dr. Wilma S. McNess, course consultant and writer for the Midwest Program on Airborne Television Instruction, addressed a group of 170 elementary teachers and administrators on the topic "Writing Creatively in the Classroom." The meeting was held on October 22, 1964 in the Sheboygan-Manitowoc area. Dr. McNess's address was published and made available to elementary teachers active in the project.

A lay leaders' conference consisting of leaders in state and community organizations was held under the project's auspices on January 8, 1965 at the University of Wisconsin, to discuss ways and means of providing a language environment in which children may develop their speech patterns and derive favorable attitudes toward accurate English.

d. Summer Workshops

A two-week invitational workshop was held at River Falls tate University from July 11 to July 24, 1965. The staff consisted of the project director and the project coordinator, Mr. Lond Rodman, DPI specialist at the secondary level, and Miss Martha Kellogg, DPI specialist at the elementary level. Thirteen outstanding teachers were selected by the project director to participate in this workshop. Special consultants in attendance were Dr. Nicholas J. Karolides and Dr. Walter Engler, both of River Falls State University. Dr. Ruth Falk of Madison served as special assistant.

Prior to the workshop, participants were provided with a short bibliography of books written by specialists in the field of speaking and writing. They were asked to be familiar with five books from the list. In addition, they were asked to secure composition examples for use in the forthcoming curriculum guide, for an exhibit of papers in which students were having problems of expression, and another of papers considered highly successful. Answer sheets completed and submitted by local chairmen from discussion of the monthly bulletins were tabulated in preparation for workshop discussion.

Using as guidelines material accumulated during the year for this specific purpose, the workshop participants created the first draft of the speaking and writing curriculum. This material was edited and typed in preparation for four

one-week instructional workshops to be held simultaneously at the state universities in Eau Claire, Oshkosh, Platteville, and Whitewater, from August 1 to 7, 1965.

To each of the four one-week workshops were invited 20 teachers who taught elementary or high school and who had been recommended by their administrators. These teachers received instruction on the philosophy underlying the curriculum; they made editorial changes to the curriculum based on their evaluation and criticism; they shared their experience and knowledge gained from participating in this workshop with their teaching colleagues in the schools where they teach; and they agreed to attempt to implement as far as possible into their classroom teaching the speaking and writing curriculum.

The second draft of the speaking and writing curriculum entitled Teaching Speaking and Writing in Wisconsin was returned to the study center for final editing. The guide was published and distributed to 4500 teachers, supervisors, and administrators throughout the state in January, 1966. Copies were sent to all curriculum centers and to the chief education officer of every state.

3. Language and Grammar Phase: 1965-1966

a. Monthly Bulletins

This year's first bulletin for elementary teachers presented a set of principles for the teaching of the English language. English teachers in 145 elementary schools throughout the state formed committees to review and discuss the bulletins whose topics included:

Defining, Using and Teaching Classroom Dialect
A Proposed Sequence in English Grammar for the State of Wisconsin (morphology)
Linguistics and the Teaching of Reading
Linguistics and the Teaching of Spelling
Linguistics and Language Processes
Uses of Morphology in the Elementary Classroom
Uses of Morphology and Etymology in the Elementary Classroom.

Two hundred and eighty high school committees formed to discuss the high school bulletin this year. The

first bulletin discussed "'A New English' and the Linguistic Approach"; topics of subsequent bulletins were:

The Elementary Curriculum and What the Secondary Teacher May Expect
A Guide to the Reading of the Teacher's Notebook
The Proposed Grammar Program in the Junior High School
English Usage in the High School Curriculum
The Proposed Grammar Program in the Senior High School
Using Semantics to Enrich the High School Language Arts Program
The History of the English Language in the High School Language Arts Program.

b. Conferences at State Centers and Individual Schools

On January 15 and 16, 1965, consultants from state universities met with the project director and his associate at the the University of Wisconsin-Madison for the purpose of preparing for the study of teaching the English language. Discussion focused upon principles underlying a grammar program for the state, and outlining a program for kindergarten through grade 12. Many significant ideas and concepts on the teaching of the English language were derived from this meeting and recorded for use by the curriculum center in the formulation of the curriculum.

The project director and his associate addressed 14 conferences throughout the state on the subject of the language and grammar curriculum. As in previous years, these conferences enabled the project staff to inform conference participants about the project, to discuss and gather facts and opinions for consideration in the formulation of the curriculum, and to appeal for understanding and use of the official published guide.

In addition to the above, the project director and his associate addressed 153 teacher audiences totaling 5605 persons in different school districts throughout the state.

c. Meetings Featuring Distinguished Consultants

The project co-sponsored a one-day English teachers-conference on the Madison campus of the University of

Wisconsin on July 6, 1965. This meeting was attended by 160 teachers who heard Professor Francis Christensen of the University of Southern California talk on "The Rhetoric of the Sentence and the Paragraph." From this address and the discussion which followed were extracted many useful facts which were absorbed into the senior high school section of the language curriculum.

A most successful meeting under the sponsorship of the project was held in Kenosha on March 3, 1966. The conference was attended by about 650 administrators in the southeastern area of the state. The main speaker was Dr. Eldonna Evertts, Assistant Executive Secretary of NCTE, who has worked closely with Dr. Paul Olsen in the Nebraska curriculum project, and with Dr. Ruth Strickland in the field of linguistics. Dr. Evertts focused her discussion on the practical application of linguistics in the classroom, stressing its importance in the early and middle grades.

Dr. Kellogg Hunt of Florida State University spoke on the topic "Growth in English Sentence Structure" at a one-day English teachers' conference co-sponsored by the project. This conference was held on the Madison campus of the University of Wisconsin on July 5, 1966. Following Dr. Hunt's address, panel discussions were led by Wisconsin teachers representing elementary, junior and senior high schools, and college level. Over 200 teachers and students attended the meeting.

4. Summer Workshops

Distinguished professors from eight colleges met at a one-week invitational workshop at Stevens Point State University from June 5 to 11, 1966. Using as reference the materials and concepts prepared at the curriculum center throughout the year and a sequence outline prepared by a committee of college consultants in January of 1965, the conference participants discussed in depth the teaching of language and grammar in Wisconsin. From these sessions they produced over 125 pages of new curriculum materials in grades kindergarten through 12 based on linguistic principles. This material was typed and reproduced in preparation for a two-week workshop to be held at Stevens Point State University from June 19 to July 1.

Twenty outstanding teachers were invited to participate in the two-week workshop to develop for the classroom the ideas and principles underlying the language

and grammar curriculum as they had been set forth by the college professors. This group expanded the curriculum into more than 250 pages which were typed and reproduced in preparation for four one-week workshops.

Four final workshops covering the language and grammar curriculum were conducted simultaneously from July 31 to August 6, 1966 at state universities at Eau Claire, Oshkosh, Platteville, and Whitewater. Twenty teachers attended each of these workshops to discuss, offer reactions to, and edit the curriculum as it had been prepared to date. These teachers agreed to present what they had learned at the workshop to their fellow teachers, so that they might attempt to implement into their classrooms the concepts presented in the language and grammar curriculum.

The curriculum was then returned to the study center where it was reedited, typed, and proofread. By February, 1967 the third and final curriculum volume entitled Teaching the English Language in Wisconsin was published and distributed to 4500 teachers and administrators throughout the state of Wisconsin, and to curriculum centers throughout the country.

5. Combining the Three Curriculum Phases: 1966-1968

In this period the three curriculums produced by the project, Teaching Literature in Wisconsin, Teaching Speaking and Writing in Wisconsin, and Teaching the English Language in Wisconsin, were reedited and published as one combined volume entitled English Language-Arts in Wisconsin. Formulas for reediting were based upon experiences gained by teachers who had used the curriculums on an experimental basis in their classrooms.

Also in this period the project director continued to visit schools to discuss the project with teachers and administrators, and to address large gatherings and conferences held throughout the state. From these discussions and conferences the director was able to gather many useful facts for absorption into the final, combined curriculum; also, he was able to make known the project's progress and the receptivity of Wisconsin schools toward it.

During 1966-67, bulletins were continued to elementary and secondary schools where committees were retained for the purpose of discussing them. Topics were chosen based on teachers' indications of areas in which they

needed further help. The committee chairmen continued to submit to the study center a record of each discussion, and the teachers' reactions, comments, and suggestions.

a. Bulletins

The elementary bulletins went to approximately 150 schools where committees discussed the following topics:

Teaching Critical and Creative Thinking in the Language Arts
Groups Methods of Teaching Poetry
Short Story Elements in Teaching Creative Writing and Literary Appreciation
Creative Dramatics: The Five Senses
Emphasis on the Word
The Teaching of Listening
Speech and Our Language
Integrating Subjects Through Puppetry

Two hundred and eighty schools received the secondary school bulletins this year. The following topics were covered:

Techniques of Team Teaching
Unity in the Teaching of Literature and Composition
Teaching the Exposition and the Argument
Creative Writing in Wisconsin High Schools
English in an Ungraded Program
On Teaching Poetry
Grammar and the English Language Curriculum

b. Conferences at State Centers and Individual Schools

On October 1, 1966 the fourth annual meeting of methods teachers was held at Stevens Point State University. The featured speaker, Dr. John R. Searles of the University of Wisconsin, presented a digest of his inquiry into patterns of teacher preparation in English. Group discussion included implications of the language and grammar curriculum that grew out of the English curriculum project. As an outcome of the meetings of methods personnel called by the director of the project, a new organization evolved to continue and advance the cooperative efforts of methods teachers. This organization adopted the name of the Wisconsin Conference on English Education. It is affiliated with the Wisconsin Council of Teachers of English and the National Conference on English Education.

To help maintain the close working relationship established between the Wisconsin Curriculum Center and the other curriculum centers stationed throughout the nation, the project director attended a national conference of the English Instructional Materials Center for Directors of NDEA Institutes. This conference, held in Chicago on January 28-31, 1967, was aimed at the improvement of institutes and the better use of materials produced by curriculum centers. The project director delivered a full report on the Wisconsin curriculum project.

Special contact with teachers in the Milwaukee area was made by television. The project director prepared and presented a 30-minute TV program on the application of grammar as presented in the language curriculum. This program was broadcast in Milwaukee, December, 1966.

The project director in this year visited 56 school districts throughout the state and addressed 4630 English teachers and administrators on the subject of the language and grammar curriculum.

D. Extension of the Project

The Policy Board at its regular meeting of May 16, 1966 agreed to the proposal of the Director to extend the terminal date of the Project by one year, to June 30, 1968. By arrangement with the Office of Education this extension was granted without additional funds. The Director reduced his salary from one-half to one-fourth time, and all staff were released except for the project secretary. The major part of the remaining funds was dedicated to the publication of the revised total curriculum of 450 pages with index, for free distribution to the schools of Wisconsin. A large printing was ordered for sale at cost to all interested persons.

Two major tasks were assumed in the fifth year. The first was the editing, correcting, and improving of the three curriculum guides already published, to be issued in 1968 as a single volume, representing a semi-official curriculum in the English Language Arts for the State of Wisconsin in grades kindergarten through twelve. This curriculum bears the full approval of the State Department of Public Instruction, but is advisory and not mandatory. Its influence in the schools of the state has been considerable, and it will continue to stimulate local curriculum study for some years ahead.

The second task was the operation of pilot schools using the curriculum guide to the English language. An informal letter

to school administrators in response to their inquiries brought no less than twenty-six offers to use their schools as pilot locations for curriculum trial. Limits of time and staff made it necessary to select a few of these schools for intensive activity. These are:

Tomah. K. A. Curran, District Administrator. 1960 city population: 5,321. 1967 school population: 3,207. Supervisor: Frank Kazmierczak (Elementary). Head of English Department: John Richmond. The language curriculum has been adopted for all grades from the kindergarten through grade twelve in the school year 1967-68.

Racine. Dr. John T. Gunning, District Administrator. 1960 city population: 89,144. 1967 school population: 30,036. Supervisor: Neil J. Vail (English). The language curriculum has been adopted in grades seven and eight of Starbuck Junior High School, Robert H. Gomoll, Principal. The English teachers are led by Mrs. Mildred Schmidbauer.

Madison. Douglas S. Ritchie, District Administrator. 1960 city population: 126,706. 1967 school population: 33,592. Supervisor: Lee A. Hansen (English). The language curriculum has been adopted experimentally in two schools: Lincoln Junior High School, Lou Lokensgard, Principal; and James Madison Memorial High School, Richard Gorton, Principal.

Manitowoc. C. E. Jones, District Administrator. 1960 city population: 32,275. 1967 school population: 7,327. Supervisor: George Kanzelberger, Head of English. This junior high school group has been working on the language curriculum since 1965 when a member of the faculty participated in preparing the state curriculum. Experimental work in Lincoln High School, William N. Malinsky, Principal; Washington Junior High School, Robert H. Kasper, Principal; and Woodrow Wilson Junior High School, Dayton G. Lovelien, Principal.

Monona Grove. Edmond F. Schwann, District Administrator. 1960 village population: 8,178. 1967 school population: 3,430. Supervisor, Ernest J. Heiman, Head of English. Following an institute on modern English this district is experimenting with the state curriculum in grades seven and eight preparatory to forming their own language curriculum.

These school experiments are directly supervised by the Project Director. To aid other schools desiring to work with the new curriculum materials in language two mimeographed bulletins were issued in 1967, entitled Teaching Kernel Sentences, Grade Seven; and Teaching Transformations, Grade Eight.

On a reduced basis, the service bulletins to elementary and secondary were continued in 1967-68. Elementary bulletins included: "Discovering the English Language," October; "Standard and Substandard English," December; "Why Creative Dramatics?," February, 1968. These bulletins were prepared by Miss Violet Littlefield of Sheboygan, Wisconsin, as a public service to the teachers of Wisconsin.

Secondary bulletins included, "Teaching Transformational Grammar," November, prepared by the Project Director; and "On the Study of Dialects', January, 1968, written by Kirkland C. Jones, Project Assistant. There will be four bulletins in each series.

E. Special Research Projects

1. The Status of Teachers of English in Wisconsin

In the academic year of 1964-1965, the project undertook a study of the status of the teachers of English in Wisconsin. Data were obtained from the State Data Processing Center, and a questionnaire was distributed to 3500 English teachers requesting information about training, load conditions of work, salary, and other aspects of the teaching profession. This study was completed in September, 1965, and published by the Wisconsin Council of Teachers of English by arrangement with the project. Fifteen hundred copies of the report were distributed free to teachers in Wisconsin and a similar number was retained by the Council for sale within the state and outside.

2. An Evaluation of Published English Tests

In the academic year of 1965-1966, a second research project was undertaken by the project to study what English tests are used in Wisconsin Schools, to what extent they are used, what the opinions of the users are regarding the tests, and what satisfaction they feel in the results of the testing. To these data were added professional reviews of the same tests from THE EDUCATIONAL MEASUREMENTS YEARBOOK by special permission of the editor, Dr. Oscar Buros. This report was published in November of 1967 by the Department of Public Instruction as a service bulletin for school administrators, supervisors, and teachers.

F. Free Distribution of Materials

To bring teachers up-to-date with current theory and research, the project purchased or duplicated pertinent materials for free distribution to English teachers in elementary and high schools.

. A transcript of Dr. Dora V. Smith's remarks made on October 5, 1963 to 150 elementary teachers and administrators who met in Milwaukee was made available for use along with an appendage to a bibliography distributed earlier to many of the elementary teachers in the state. Dr. Smith's lecture at this meeting was taped, and the tape was made available to schools.

. A chapter by Professor Kenneth G. Wilson entitled "English Grammars and the Grammar of English," appearing as the introduction to the text edition of Funk and Wagnalls Standard College Dictionary, was reprinted by permission of the publishers and the author and distributed to approximately 3000 teachers.

. A monograph by Dr. Lura B. Carrithers entitled "Language Arts in the Elementary Grades" was purchased at cost from the Wisconsin Council of Teachers of English and distributed to approximately 1500 elementary school teachers.

. A bulletin entitled "Structural and Traditional Grammar" by Dr. John R. Searles was purchased from WCTE and distributed to approximately 1400 high school teachers.

. To bring the point of view of contemporary linguistics to the attention of English teachers, several hundred copies of The English Language, An Introduction by W. Nelson Francis were purchased by the project and distributed free to each committee leader. Copies to other participants in the project were offered at a reduced price of $2.50 per copy.

. Concepts to be taught in the language curriculum were duplicated and 1500 copies were distributed to schools throughout the state.

G. Publicity

In addition to attending conferences and holding meetings at schools throughout Wisconsin, the project director and his associate made known the work of the project to English teachers and to educators in general through the publication of articles and news releases in state newspapers, journals, and bulletins. Among many such articles were these:

. Newsletter of National Council of State Consultants in Elementary Education. "Project English" by Leonard V. Kosinski. Iowa: February, 1964.

. Wisconsin Journal of Education. "Keynote of Language Arts Project" by Leonard V. Kosinski. (Describes study center's approach to the project.) May, 1964.

. Iowa English Yearbook, No. 9. "Wisconsin English Language Arts Curriculum Center." (Articles by Leonard V. Kosinski describing the project and its goals.) Fall, 1964.

. Changing Role of English Education, Stanley B. Kegler, editor. Published by the National Council of Teachers of English. "Wisconsin English Language Arts Curriculum Project" by Robert C. Pooley and Leonard V. Kosinski. 1965.

. Newsletter of Wisconsin State Department of Public Instruction has regularly printed up-to-date accounts of the study center's progress, and informed readers of the availabiltiy of curriculum guides.

. Wisconsin English Journal. "Language Arts Project" by Leonard V. Kosinski. (Describes literature curriculum, and plans for speaking and writing phase of project.) March, 1965.

. Wisconsin English Journal. "First Phase Completed" by Leonard V. Kosinski. April, 1965.

. Wisconsin Journal of Education. "Applications of Language Arts Project" by Robert C. Pooley. (Describes the speaking and writing curriculum and the foundation upon which it was built: How do children grow in the ability to speak? What are the signs of advancement in the skills of writing English?) January, 1966.

. Speech Teacher, a publication of the Speech Association of America. Articles describing the project and its goals, by Leonard V. Kosinski. January, 1966.

. Speech Teacher. "Oral Communication in the English Curriculum" by Robert C. Pooley, January, 1966.

. Wisconsin English Journal. "A Brief Digest of the Proposed K-12 Program in English Grammar for the State of Wisconsin" by Robert C. Pooley. January, 1966.

. The Instructor. "The Wisconsin English Project" by Leonard V. Kosinski. (Describes project's activities to date.) March, 1966.

. Wisconsin Elementary School Principals Association Journal. "From the 1960's to Where" by Leonard V. Kosinski. October, 1966.

. Wisconsin Speech Association Bulletin, Vol. II, No. 1. "Wisconsin English Language Arts Project" by R. R. Allen and Joseph Laine. Fall, 1966.

. Wisconsin Speech Association Bulletin. Actual addresses made at Wisconsin Speech Association Convention in Milwaukee by Mrs. Helen Hansen and Mrs. Mary Lou Patterson on their participation in the project's summer workshop to formulate the speaking and writing curriculum. Winter, 1966.

. Wisconsin English Journal. "Teaching English in Wisconsin" by Janet Rebman. (Discusses language curriculum and describes philosophy underlying this curriculum.) January, 1967.

. Wisconsin English Journal. "Preview of the New Grammar" by Robert C. Pooley. January, 1967.

. Wisconsin English Journal. "WELAP - Language Phase" by Janet Rebman. January, 1967.

. English Journal. "Teaching English Usage Today and Tomorrow," Robert C. Pooley. May, 1967.

III. Results

A. Curricular Concepts Developed by the Project

The basic principles underlying the curriculum development are founded upon the sequential growth pattern throughout the curriculum guide. The cumulative growth pattern is intended to help teachers build upon concepts learned by the students in previous grades, so that each step of learning is non-repetitive and interesting. Thus, the teaching of each step in a curricular series is of primary importance to the student. If one teacher neglects his part, the learning process of the child is retarded and damaged.

In order to implement this point of view, the literature section of the curriculum discusses growth in literary awareness, and describes the literary works which appeal to the student in each stage of his growth. It attempts to help the teacher draw out the inhibited child, and satisfy the precocious. It cites definite characteristics which identify a good literature program:

. It must be sequential in type of content, in reading and listening difficulty, and in maturity of the concepts involved.

. It is comprehensive.

. It adjusts to levels of ability.

. It is balanced between developmental reading instruction and encouragement of individual free reading.

. It makes effective use of supplementary materials.

. It recognizes the new as well as the old.

. It measures the success of instruction by the students' ability to deal with literature.

The speaking and writing section asserts that "writing and speaking are interrelated parts of a total verbal and intellectual process"; thus, development in one area can stimulate and supplement development in the other. This curriculum suggests that in the development of the primary child, the teacher should consider the child's ability to learn, his degree of maturational growth, and the nature of his socio-economic background. Using these considerations, the imaginative teacher can provide situations that will stimulate growth in communication and listening attentiveness, and promote speech development. Freedom of expression is encouraged as a foundation of imaginative writing in the later grades.

In keeping with the project's philosophy of integrating speaking and writing with literature and language, the curriculum recommends literature as an important stimulus for written as well as oral expression -- written and spoken discussions of books read can provide vital experiences for teenagers.

The curriculum study views speech as an important part of a language arts program, and to attain total assimilation, the curriculum suggests:

. That a required speaking course, taught by trained speech personnel, be a part of each secondary curriculum.

. That at least one elective speech course be offered at the upper class level.

. That all secondary language arts teachers obtain further speech training.

. That correlation, rather than repetition, or competition, be the purpose of a well-developed speech program.

Written expression is developed in grades 10 through 12 through the techniques of narration, description, and argumentation. The teacher considers the student's writing development from every angle: spelling and mechanics, unity, form, sentence structure, tone.

The language and grammar section covers grammar, usage, word study, semantics, and the history of the English language. It seeks to eliminate unnecessary and wearying repetition of the same materials of instruction in grammar over the span of school years; it emphasizes strengthening of applications of grammar to the arts of speaking and writing, especially at more mature levels. Furthermore, this curriculum aims to develop a new pattern of language study which will combine knowledge of English with a set of generalizations concerning the making of English sentences. Each section of this guide is introduced by a list of concepts applicable to each grade. At the elementary level suggestions are made to eliminate substandard patterns of usage and substitute appropriate forms. Children are led to discover sentence patterns using aids such as linguistic blocks, and creative language activities. In the high schools, the language program is designed to increase student's intellectual curiosity about language in general and the English language in particular, and to give them some understanding of the structure and vocabulary of the English language and the way it functions in society.

This curriculum is also designed to help students use the English language more effectively. The study of grammar, which emphasizes the systematic nature of the language, begins with the kernel (or basic) sentence and progresses to the more expansive transformations. Students are taught how to use their knowledge of grammar to help them understand difficult literary passages (e.g., ellipses, extended similes, etc.). The senior high school students build upon concepts and skills learned and practiced earlier to achieve greater sophistication in syntactical structuring and vocabulary. The study of selected literature reinforces what they have learned about the structure of the language.

B. Evaluation of the Impact of the Project

The emphasis of this project was not on the production of materials, although many materials were produced; nor upon measurable research; nor upon specific experimentation with aspects of the curriculum, even though certain pilot schools are being directed in the use of some of the materials. The emphasis of this curriculum center was upon the teacher himself: every teacher who could be reached by means of the techniques described earlier in this report. Evaluation, therefore, will have to be subjective, derived from circumstantial evidence. These evidences are considered to be at least as valid as a questionnaire inquiry.

1. Numbers of participants. The files of the project contain the names of nearly 15 thousand teachers, supervisors, school administrators and college consultants who took an active part in the project, many of them serving for three or more years.

In addition, several thousand more who were not enrolled by name met with local committees, attended meetings conducted by the project staff, and received materials from enrolled participants.

2. Attendance at Voluntary Meetings. Teacher response to invitations to meet in lecture groups, conferences, workshops, and special committees surpassed expectations. Reports in Appendix B indicate sizes of audiences and numbers of teachers in attendance at some project activities. Invitations to visit schools and present curriculum ideas and materials exceeded the ability of the staff to comply. This demand for information and leadership continues to date and is a convincing evidence of the impact of the project.

3. Service Bulletins. When in May of 1967 it was announced that the service bulletins English Encountered and Junior-Senior High School English, which had been issued monthly throughout the project, would no longer be published because of the termination of the project, approximately one hundred letters were addressed to the assistant state superintendent of public instruction requesting continuation of this service and expressing conviction of its value. As a result of this response, means were found to continue these bulletins in the year 1967-68, so that currently 2,500 copies are being distributed monthly of eight issues of these bulletins. It is hoped that means will be found to continue this service to teachers after the close of the project.

4. Sales of Publications. Approximately 5,000 copies each of the curriculum guides Teaching Literature in Wisconsin, Teaching Speaking and Writing in Wisconsin, and Teaching the English Language in Wisconsin were distributed free to teachers and supervisors in the state of Wisconsin to all curriculum project directors, and to the chief officer of education of every state. Over and above this free distribution more than 14,501 copies of these guides have been sold to date (January 15, 1968) at the cost price of $1.25 each.

As evidence of evaluation, it is interesting to note that prior to the publication of the third guide, 7,000 copies had been ordered in advance of publication. Currently, orders for the combined curriculum are piling up in the Publications Office prior to publication, probably March or April of 1968.

5. Foundation of an Educational Organization. In the first year of the Project, the director called a meeting of all college teachers who gave courses in English methods at the elementary or secondary level. At a meeting held in Lawrence University in Appleton, over fifty persons attended, representing almost every teacher-training institution in the state of Wisconsin, both public and private. It was agreed by the group that such a

meeting should be annual. In October of 1965 the group met at Eau Claire State University; in October of 1966 it met at Stevens Point State University. At this session a committee was authorized to form a permanent organization, to be known as the Wisconsin Conference on English Education. The first meeting of the WCEE was held at Edgewood College of Madison on October 30, 1967. Dr. Nicholas Karolides of River Falls State University was elected chairman, and an executive committee was formed. The group will meet annually, and is now affiliated with the National Conference on English Education. The state organization is a direct product of the project.

6. Interest in Pilot Schools. When the project director announced in 1966 that a few school districts might be selected as pilot centers for a trial of the new curriculum, the response was overwhelming. Telephone calls, personal visits, and letters totaled over 50 applications. More would have come had it not been announced that only three or four could be chosen because of the limit of supervisory time available.

Through the Research and Development Center of the Univeristy of Wisconsin, the project director announced a one-week training course for junior high school teachers in mid-June of 1967. Twelve teachers volunteered their time and paid their own expenses to attend. One was forced to withdraw because of illness, but all have requested a review conference to be held in May of 1968.

7. Activities to Follow. The Department of Public Instruction has formed a committee of supervisors of instruction headed by Chester A. Pingry, Supervisor of Reading and English, to develop regional centers in the state for the promotion of the English Language Arts and the use of the project curriculum. This activity will start before the terminal date of the project, and is expected to continue indefinitely.

The Research and Development Center for Cognitive Learning of the University of Wisconsin has adopted parts of the curriculum developed by the project as the foundation for research in concept learning. In selected schools teachers will be prepared to teach the curriculum by means of conferences and inservice programs. These pilot programs will be used to test the effectiveness of areas of the curriculum, and to determine by controlled experimentation, where possible, the validity and grade placement of specific elements of the English-Language-Arts Curriculum.

Appendix A

ROSTER OF STAFF AND PARTICIPANTS IN WELAP PROJECT

POLICY BOARD

Dr. Lee A. Burress, Jr., Wisconsin State University, Stevens Point
Dr. Lura Carrithers, University of Wisconsin, Milwaukee
Dr. Eldonna Evertts, University of Wisconsin, Milwaukee (resigned 1965)
Dr. Leonard V. Kosinski, Project Coordinator, WELAP (resigned 1966)
Dr. Robert C. Pooley, Director, WELAP
Mr. Robert Van Raalte, Department of Public Instruction
Dr. John R. Searles, University of Wisconsin, Madison
Dr. Bjarne Ullsvik, President, Wisconsin State University, Platteville

STEERING COMMITTEE

1963-1964

Mr. Jarvis E. Bush
Mr. William Ernst
Mr. Robert D. Houg
Dr. Earl Hutchinson
Miss Martha Kellogg
Dr. Leonard V. Kosinski
Dr. Robert C. Pooley
Miss Hazel Thomas
Miss Laura May Twohig
Dr. F. A. White
Miss Jean Williams

1964-1965

Mr. Jarvis E. Bush
Mr. William Ernst
Mr. Richard Greivell
Dr. Earl Hutchinson
Miss Martha Kellogg
Dr. Leonard V. Kosinski
Mr. Charles Ladd
Dr. Joseph B. Laine
Miss Lillian Paukner
Mr. Robert Pickering
Dr. Robert C. Pooley
Mr. Lond Rodman
Mrs. Maria B. Sanders
Mrs. Madeline Schroeder
Mrs. Fern Spafford
Dr. Frederic A. White
Miss Elizabeth Williams

1965-1966

Dr. Ronald Allen
Mr. Frederic B. Baxter
Miss Ella Bullis
Mr. Jarvis E. Bush
Mr. William Ernst
Miss Martha Kellogg
Mr. Charles Knickrehm
Dr. Leonard V. Kosinski
Dr. Robert C. Pooley
Mr. Lond Rodman
Mrs. Marie B. Sanders
Mrs. Fern Spafford
Miss Elizabeth Williams

1966-1968

Dr. Ronald Allen
Mr. Roy V. Boyer
Mr. Jarvis E. Bush
Mr. William Ernst
Dr. Gordon R. Folsom
Miss Margaret Hanson
Mr. John B. Karls
Miss Martha Kellogg
Mr. Paul Krueger
Miss Violet Littlefield
Mr. Chester Pingry
Dr. Robert C. Pooley

STAFF

Dr. Robert C. Pooley, Project Director, May 1, 1963 - June, 1968
Mr. John Golata, Staff Assistant, June 17 - August 23, 1963
Dr. Leonard V. Kosinski, Project Coordinator, October 4, 1963 - September 30, 1966
Dr. Ruth Falk, Editor, Senior High School Bulletins, September 3, 1963 - June 30, 1964
Miss Doris Schillon, Editor, Elementary Bulletins, October 1963 - June, 1964
Mrs. Sally True, Editor, Elementary Bulletins, October, 1963 - June, 1964
Mrs. Judy Motl Klecker, Project Secretary, September 2, 1963 - September 1, 1967.
Miss Ruth Kantzer, Editor, Senior High School Bulletins, September 8, 1964 - June, 1966
Mrs. E. J. Palven, Editor, Elementary Bulletins, September 8, 1964 - May 31, 1967
Mrs. Susan Wood, Research Assistant, September 8, 1964 - June 30, 1965
Mr. Kirkland Jones, Editor, September, 1966 - June, 1968
Mr. William MacNaughton, Editor, Senior High School Bulletins, September 1966 - May 31, 1967
Miss Janet Rebman, public relations writer, September, 1966 - January 31, 1967
Mrs. Alison Dawson, editor and office coordinator, October, 1966 - June 5, 1967

SPECIAL CONSULTANTS ON LANGUAGE

Dr. N. S. Blount, University of Wisconsin, Madison
Dr. Lee A. Burress, Jr., Wisconsin State University, Stevens Point
Dr. Frederic G. Cassidy, University of Wisconsin, Madison
Dr. Francis P. Chisholm, Wisconsin State University, River Falls (deceased)
Dean John Morris, Wisconsin State University, Eau Claire
Miss Verna L. Newsome, University of Wisconsin, Milwaukee
Dr. John R. Searles, University of Wisconsin, Madison
Dr. Robert D. Williams, Wisconsin State University, Superior

SPECIAL CONSULTANTS ON SPEECH

Professor Ronald Allen, University of Wisconsin, Madison
Professor Earl S. Grow, Wisconsin State University, Eau Claire
Professor Calvin Quayle, Wisconsin State University, Eau Claire

PARTICIPANTS

Summer Workshop: July 19 - August 1, 1964

Mrs. Lydia Achen, Elkhorn
Mrs. Harriet Angelich, Stevens Point
Mr. Frederic Baxter, West Bend
Mrs. Mary Beranek, Mauston
Mr. Sam Caplan, Wales
Miss Edythe Daniel, Platteville
Miss Ann Dubbe, River Falls
Mr. John Karls, Milwaukee
Miss Violet Littlefield, Sheboygan
Miss Margaret Moss, Madison
Miss Myrtle Nyberg, West Allis
Mr. Robert Pickering, Cumberland
Miss Irna Rideout, La Crosse
Mr. Robert Sauter, Thiensville
Sister John Mary, Mequon
Mrs. Ella Stedman, Sturgeon Bay
Miss Lela B. Stephens, South Milwaukee
Mrs. Joyce Steward, Madison
Mr. Clarence Sylla, Glenwood City
Miss Hazel Thomas, Milwaukee
Mrs. Esther Utoft, Luck
Mrs. Gladys Veidemanis, Milwaukee
Mrs. Edna Weed, Crivitz
Mrs. Alice Wittkopf, Fond du Lac
Mrs. Marian Zaborek, Edgerton
Miss Margaret Zielsdorf, Wausau

Summer Workshop: July 11 - July 24, 1965

Mr. Robert P. Ademino, Spooner
Mr. Roy V. Boyer, Chippewa Falls
Mrs. Iris D. Brown, Racine
Mrs. Lillie Carlson, Barron
Miss Judy Davies, Racine
Mrs. Geraldine Droegkamp, Delafield
Professor Walter Engler, River Falls
Mrs. Grace Feller, Monona
Miss Helen E. Hanson, Ripon
Professor Nicholas Karolides, River Falls
Miss Martha Kellogg, Madison
Mrs. Ruth B. Ostrander, Ellsworth
Miss Elda Reddeman, Wisconsin Dells
Mr. Lond Rodman, Madison
Mrs. Jean Russert, Madison
Miss Gertrude Urquhart, Milwaukee
Mrs. Thelma Vannasse, Spring Valley

Summer Workshops: August 1 - August 7, 1965

Mrs. Lydia Achen, Elkhorn
Mrs. E. Antoinette Ahasay, DePere
Mrs. Anne Anderson, Viroqua
Mrs. Dorothy Andlam, Ripon
Miss Hazel Aslakson, Manitowoc
Miss Virginia Becker, Rice Lake
Miss Vivian Bergland, Wauwatosa
Mrs. Helen Brainerd, Lodi
Mr. Robert Case, Readstown
Miss Mary Clark, Plymouth
Miss Marguerite Connelly, Darlington
Mrs. Katherine Davis, Hayward
Mr. David Ditter, New Holstein
Miss Ann Dubbe, River Falls
Mrs. Rose Marie Ducharme, Adams
Mr. Robert Erickson, Oconomowoc
Mr. Maurice C. Ewing, Whitehall
Mrs. Ardith Faucett, Muskego
Mr. Joseph F. Fisher, Rhinelander
Mr. William Fitzgerald, Fond du Lac
Mrs. Joyce Garthwaite, Wautoma
Mr. Boyd Gibbs, Racine
Mrs. Elizabeth Gilbertson, Hudson
Mr. Herbert Gladding, Kenosha
Miss Margaret Gorr, Ashland
Mrs. Donald Graham, Whitewater
Mr. Myron Hancock, Cedarburg

Miss Marie Holverson, Amery
Mrs. Marlene Hyer, Sun Prairie
Mrs. Virginia Jacobson, Chetek
Mrs. Lou Ann Jensen, Burlington
Miss Ruth Keizer, Platteville
Mrs. Lucile Kotas, Green Bay
Mr. Paul Kulas, Kaukauna
Miss Beverly Lawler, Lena
Mr. Thomas Lenk, Oak Creek
Miss June Lindstrom, Superior
Mrs. Carolyn Luedtke, Watertown
Miss Mary Ellen Maren, Whitefish Bay
Miss Mary Mills, Prairie du Sac
Mrs. Dido Nash, Reedsburg
Mr. Don Nelson, Spooner
Mr. David Olson, Boscobel
Mr. William E. Otto, Green Bay
Mr. Phillip Paull, Stoughton
Mrs. Ellen U. Petrick, Hartland
Miss Kathryn Philipp, Waukesha
Miss Marjorie Pierce, Baraboo
Miss Emma H. Plappert, Sheboygan
Mrs. Barbara Postma, Franklin
Mrs. Virginia Punke, Merrill
Miss Pauline Raden, West Allis
Mrs. Joanne Rathburn, Green Bay
Mr. Hoyt Rawlings, West Allis
Miss Agnes Risetter, Sparta
Mrs. Ruth F. Rosenthal, Menomonee Falls
Mrs. Ruth Runholm, Waupun
Mrs. Margaret Rusch, Marshfield
Mrs. Virginia Schroeder, Mondovi
Mrs. Ruth Schultz, Jefferson
Mrs. Viola Sherren, Neillsville
Mrs. Catherine Stulken, Westby
Miss Mary L. Stute, Cudahy
Mrs. Ethel Summerton, Westfield
Mrs. Gloria Sweeney, Ladysmith
Miss Virginia Tarter, Maple
Miss Alberta Thaldorf, Medford
Mrs. Frances Venske, Edgerton
Miss Charlotte Weeks, Shorewood
Mr. Roger E. Zeck, Port Washington

Summer Workshop: June 5 - June 11, 1966 College Advisers

Dr. Clarence A. Brown, Wisconsin State University, Eau Claire
Professor Jarvis E. Bush, Wisconsin State University, Oshkosh
Dr. Lura B. Carrithers, University of Wisconsin-Milwaukee

Professor Corinne Forster, Wisconsin State University, Whitewater
Sister M. Francele, Mount Mary College
Dr. Nicholas Karolides, Wisconsin State University, River Falls
Professor Verna Newsome, University of Wisconsin-Milwaukee

Summer Workshop: June 19 - July 1, 1966 School Participants

Mrs. Beatrice Antholz, Minneapolis
Miss Marie Cahill, Eau Claire
Miss Margaret Hanson, Madison
Mr. Ben Hawkinson, River Falls
Mr. Al Jacobson, West Bend
Mr. Forrest Johnson, Minocqua
Mrs. Margaret Johnson, Stevens Point
Mrs. Janice Lehnherr, Monona
Mrs. Connie Nerlinger, Verona
Sister M. Jean Raymond, Elkhorn
Mrs. Jane Reed, Shawano
Mrs. Fern J. Stefonik, Rhinelander
Mr. Tom Swenson, Manitowoc
Miss Emily Timmons, Kenosha
Mrs. John Wagner, La Crosse

Professor Verna Newsome, University of Wisconsin-Milwaukee
Mr. Chester Pingry, Department of Public Instruction, Madison
Mrs. Susan Wood, WELAP, Madison

Summer Workshops: July 31 - August 6 , 1966

Mrs. Beth Algrim, Livingston
Miss Clara Amundson, Manitowoc
Mrs. Margaret Arneson, Menomonie
Mrs. Anne Becker, Holmen
Miss Darlene Becker, Plymouth
Mr. Alton Bernhardt, Black River Falls
Miss Myrna Boyken, Manitowoc
Mr. Edmund Vanden Bush, Green Bay
Mrs. Signe E. Chell, Wisconsin Rapids
Miss Patricia Cleary, Marinette
Mrs. Saundra Dake, Kaukauna
Miss Carol Damon, Milwaukee
Mrs. Ruth Darling, Monroe
Mrs. Lynne Trumbull Darner, Oshkosh
Mrs. Alice Davis, Appleton
Mr. Orville C. Dermody, Milwaukee
Mrs. Marian B. Erickson, Wausau
Mr. James Fischer, Wisconsin Rapids
Professor Corinne Forster, Whitewater

Miss Mary Fredrickson, Kimberly
Mr. Tom Fugate, Racine
Mrs. Barbara Gensler, Shorewood
Dr. Lester Gilbertson, Eau Claire
Mr. John D. Good, Milwaukee
Mrs. Karl Griem, New Holstein
Mrs. Dean Hayden, Marshfield
Mr. Ernest Heiman, Madison
Mrs. Elma Hayes, Hudson
Mrs. Alice Howe, Monroe
Mrs. Dorothy Hoyt, Hayward
Dr. Earl Hutchinson, Oshkosh
Mr. Bernard Hupperts, Kaukauna
Mrs. Doris Jones, Milwaukee
Mr. Kermit Jorgenson, Beaver Dam
Mrs. Thelma Kavanagh, Milwaukee
Miss Esabel Kelly, Rice Lake
Miss Dorothy Koller, Oshkosh
Mrs. Mary Konle, New Berlin
Mr. Dale Krammes, Eau Claire
Mrs. Patricia Luostari, Wisconsin
Mrs. Georgie Madison, Oshkosh
Mrs. Marian McMillen, Oxford
Miss Isabel Miles, Oconomowoc
Mr. Pete Morgan, Cobb
Mrs. Mary E. Mulcahy, Sun Prairie
Mr. Calvin L. Myrbo, Platteville
Mr. Herman Neinas, Brussels
Miss Carol Ann Nitz, Greendale
Mrs. Delores O'Brien, Rice Lake
Miss Joan A. Paulson, Iola
Mr. Edward Pierce, Mauston
Mrs. Laura Popke, Ashland
Mrs. Jean Power, Westby
Miss Elizabeth Ransom, Dodgeville
Mr. James T. Ranta, Oshkosh
Mrs. Adele Redfield, Stevens Point
Miss Lois D. Salberg, Wisconsin Dells
Mrs. Ethel Shulfer, Stevens Point
Mr. Anthony Sittarich, Seymour
Miss Judith Smith, Milwaukee
Mrs. Esther Sollie, Ashland
Mr. Orland M. Swanson, Sheboygan Falls
Mrs. Virginia Tarter, Wisconsin
Mrs. Marge Vuchetich, Park Falls

Mrs. Phyllis Weihrouch, Westby
Mr. Frank Zuern, Oshkosh

Note: In addition to the participants listed above, Appendix B of this report lists, in chronological order, occasions at which special consultants were invited to speak to teachers and administrators on the topic of English curriculum.

Appendix B

CHRONOLOGICAL ACCOUNT OF WISCONSIN-ENGLISH-LANGUAGE-ARTS CURRICULUM PROJECT

1963

April 10	Policy Board Meeting.
May 3 & 4	Project director presented a report on plans for the project at the annual meeting of the Wisconsin Council of Teachers of English.
July 9	The University of Wisconsin sponsored a one-day English conference for teachers featuring the Wisconsin English-Language-Arts Curriculum Project. Dr. G. Robert Carlsen addressed the assembly, and a panel of five Wisconsin teachers discussed aspects of the curriculum study.
September 10	Policy Board Meeting.
September 13	The project director addressed the Wisconsin Conference of school administrators and supervisors of instruction on the plans of the project.
September 13	Steering Committee Meeting.
October 5	Dr. Dora V. Smith addressed elementary school teachers from the Milwaukee area on "The Place of Children's Literary Heritage in Elementary Schools." A transcript of her remarks was prepared and distributed to teachers for use as an appendage to a book list distributed earlier to many of the elementary teachers in the state.
October, November	Two meetings were held in Plymouth and Dousman to help draw up curriculum plans for the project. Supervisors from the State Department of Public Instruction and the project coordinator attended these meetings.

November 7	The project coordinator addressed the State Instructional Material Librarians at the Alverno College in Milwaukee.
December 7	Steering Committee Meeting.
December 16 & 17	Project director and project coordinator visited the Nebraska Curriculum Development Center at the University of Nebraska in Lincoln to exchange ideas, to view classroom techniques, and to establish a closer coordination between the two centers.
Between July 1 and December 31	The project director and the project coordinator addressed 29 audiences of teachers and administrators, totaling 4000 persons, in different school districts throughout the state.

1964

January 8	A lay leaders conference was held under the project's auspices at the University of Wisconsin to discuss ways and means of providing a language environment wherein our children develop their speech patterns and create their attitudes toward accurate English.
January 9	Dr. Helen C. White of the University of Wisconsin addressed a regional group of nearly 140 administrators, supervisors, and teachers on the teaching of Shakespeare. The meeting was held in Madison.
February 8	The project coordinator addressed the English Association of Greater Milwaukee about the use and reaction of outstanding speakers in promoting the project's aims.
March 6	The project coordinator addressed an audience of 500 English and speech teachers at the fifty-first annual convention of the Central Wisconsin Education Association.

April 21	Project coordinator spoke on "New Dimensions of Learning" before the fourth annual Wisconsin Woman's Day, sponsored by the Wisconsin Alumni Association.
April 27 - 29	Project coordinator met with Dr. Marjorie B. Smiley at Hunter College, and Dr. Gerald Dykstrom at Columbia University to exchange ideas and explore specific areas in the teaching of literature.
April 30 and May 1 & 2	Project coordinator attended the International Reading Association meetings in Philadelphia.
May 5 & 6	Project director and his staff members discussed the project over radio station WHA in Madison in a program called "Teacher Time."
May 6	The project director was interviewed over radio station WHA in a program called "Broadcast on Broadcasts"; he discussed the project and its goals.
May 8 - 10	Project director attended a meeting of the Project English Curriculum Centers at the Carnegie Institute of Technology in Pittsburgh, Pennsylvania.
May 21	Steering Committee Meeting.
June 22 & 23	Project director participated in a workshop for teachers in the language arts at River Falls State College.
July 7	The project director presided at the conference on the Teaching of English held at the University of Wisconsin. Dr. John C. Gerber of the State University of Iowa spoke on "Varied Approaches to the Teaching of Literature." Dean L. J. Stiles of the University of Wisconsin discussed "What to do About Poetry."
July 15	Project coordinator addressed the annual Instructional Materials Institute and Book Conference, held at the University of Wisconsin, Madison. Many of the project's recommended literature books and materials at elementary level were on exhibit.

July 16 & 17	The project director spoke at a two-day English workshop held at Stevens Point State University.
July 19 - August 1	WELAP workshop at Stevens Point State University to develop the literature curriculum.
September 18	Steering Committee Meeting.
September 18	The project director addressed the Public School Administrators on the subject of written composition. This speech was reproduced and distributed by the SCTE in October.
September 25	Policy Board Meeting.
October 3	First annual meeting of methods instructors at Lawrence University.
October 22	Dr. Wilma S. McNess addressed a group of 170 elementary teachers and administrators on the topic "Writing Creatively in the Classroom." The meeting was held in the Sheboygan-Manitowoc area. Dr. McNess's address was made available to elementary teachers active in the project.
November 26 - 28	Project director and project coordinator attended the annual convention of the National Council of Teachers of English at Cleveland. Each participated in the program.
December 8 & 9	A radio report on the curriculum project was broadcast on eight stations of the Wisconsin Radio Council. Special emphasis was given to the teacher-training aspects of the project.
December 29	The project director delivered an address at the annual meeting of the American Association of Teachers of Speech in Chicago. This address was made available to teachers in Wisconsin through the courtesy of Dr. Joseph Laine of Oshkosh State University.

Between January 1 and December 31	The project director and coordinator addressed 143 teacher audiences, totaling 13,815 persons, in different school districts throughout the state.

1965

January	The first curriculum guide produced by the project, Teaching Literature in Wisconsin, was distributed to schools throughout the state.
January 9	Steering Committee Meeting.
January 13	The project director and the project coordinator spoke at the annual Wisconsin Joint Book Conference in Madison.
January 15 & 16	A conference on English grammar was held at the University of Wisconsin in Madison. The project director invited consultants from state universities to discuss the topic of teaching grammar.
January 20	The project coordinator acted as language consultant at the School Board-Administrator-Business Officials Conference in Milwaukee.
January 25	The project coordinator addressed 350 persons at the Inservice Workshop of the Eau Claire School System.
January 28	The project director discussed the project in a 30-minute film sponsored by the Department of Public Instruction; the film had six showings throughout the state on educational and commercial TV networks.
February 25	The project coordinator addressed nearly 200 elementary teachers of the Milwaukee school system.
February 26	The project coordinator addressed about 400 teachers at the English section of the Southern Wisconsin Education Association meeting.

March 2	The project coordinator addressed the Research Assembly on Linguistics and Language Development at the 20th Annual Association for Supervision and Curriculum Development Conference in Chicago.
March 5	The project coordinator addressed approximately 350 teachers at the English section of the Central Wisconsin Education Association in Wausau.
April 2	At the English sectional meeting of the Northeastern Wisconsin Education Association, the project coordinator addressed an audience of nearly 200 teachers. The meeting was held in Green Bay.
May 1	The project coordinator addressed more than 500 members of the Wisconsin Council of Teachers of English at their annual meeting held in Green Bay.
May 14	Steering Committee Meeting.
May 15	At the spring conference of the Wisconsin State Reading Association the project coordinator read a paper entitled "The Applicability of Linguistics at the Elementary Level." An audience of nearly 100 people attended the sectional meeting to hear this talk. The meeting was held at Stevens Point State University.
June 15 - 19	The project coordinator served as a consultant at the NDEA Institute for First, Second, and Third Grade Teachers of Rural Disadvantaged Youth, held at the Tuskegee Institute in Alabama.
July 1	The project coordinator acted as consultant and speaker at an eight-week conference on communication held at Wisconsin State University-Eau Claire.
July 2	The project coordinator acted as consultant at a six-week workshop on mental health for elementary teachers held at Wisconsin State University-River Falls.

July 6	The project co-sponsored a one-day English teachers' conference on the Madison campus of the University of Wisconsin. The principal speaker was Professor Francis Christensen who spoke on "The Rhetoric of the Sentence and the Paragraph." One hundred sixty teachers attended the lecture and the panel discussion which followed.
July 8	The project director and the project coordinator spoke at the annual conference of the Speech Association of Wisconsin. The theme of the programs was the close integration of speaking and writing.
July 9	The project coordinator spoke at the NDEA Eight-Week Institute for Librarians at the University of Wisconsin-Madison.
July 11 - 24	WELAP workshop at River Falls State University.
August 1 - 7	Four WELAP workshops were conducted simultaneously at state universities located at Eau Claire, Oshkosh, Platteville, and Whitewater.
September 1	Policy Board Meeting.
September 17	Steering Committee Meeting.
September 24 & 25	The project director and the project coordinator attended a special conference on the status of English teaching in Wisconsin co-sponsored by the Wisconsin Council of Teachers of English and the National Council of Teachers of English, held at Wisconsin State University-Stevens Point. Mr. Robert F. Hogan, Associate Executive Secretary of the NCTE was the keynote speaker at this gathering of 100 educators in the field of English in Wisconsin.
October 2	Second annual meeting of methods instructors at Eau Claire State University.
October 7	The project coordinator addressed 250 English teachers at the Annual North Wisconsin Lake Superior Education Association, held at Superior.

October 9	The project coordinator addressed over 300 educators at the Annual La Crosse Conference on Education.
October 8 - 10	The project director attended the sessions of the Advisory Board of the National Council of Teachers of English, held at Chicago.
November 4	The project director attended the state conference of the Wisconsin Education Association at Milwaukee.
November 15 - 17	The project coordinator represented the director at the conference of Curriculum Study Centers and Demonstration Center Directors, held in Chicago. This conference was sponsored by the Modern Language Association of America.
November 20	The project director addressed the English teachers of Kansas at Topeka.
November 23 - 28	The project director and the project coordinator attended the annual conference of the National Council of Teachers of English, held in Boston. The project director delivered the keynote address at the conference of Supervisors of English, and presided over the sessions of the Board of Trustees of the Research Foundation. The project coordinator attended a workshop and represented the Wisconsin Council of Teachers of English.
December 2	The project director and the project coordinator addressed 25 English teachers from seven major institutions of the Division of Corrections at a one-day inservice training conference, held in Madison.
December 8	The projector director addressed the English elementary and secondary teachers of St. Paul, Minnesota
Between January 1 and December 31	The project director and the project coordinator addressed approximately 100 teacher audiences, totaling 10,000 persons, in different school districts throughout the state.

1966

January	The project's second curriculum guide, Teaching Speaking and Writing in Wisconsin, was distributed to schools throughout the state.
January 10	Steering Committee Meeting.
February	The English Language: An Introduction, by W. Nelson Francis was distributed free to committee chairmen in schools throughout the state.
February 12 - 15	The project coordinator participated in panel discussions at the first of five elementary institutes sponsored by the NCTE in Santa Barbara, California.
February 25	The project coordinator spoke to 100 members of the English section at the annual meeting of the Southern Wisconsin Education Association, held in Madison.
March 3	The project sponsored a meeting of 650 administrators and teachers from the southeastern area of the state. Dr. Eldonna Evertts, the main speaker, discussed practical uses of linguistics in the classroom. The meeting was held in the city of Kenosha.
March 15	The project coordinator participated in the Research Assembly on Linguistics and Language Development at the 21st Annual Association for Supervision and Curriculum Development Conference, held in San Francisco.
April 29	Steering Committee Meeting, held at La Crosse.
April 29 & 30	The project director and the project coordinator attended the convention of the Wisconsin Council of Teachers of English, held at La Crosse. They presented a report of the existing status of the project.
April 30 - May 2	The project director attended the meeting on Basic Principles in English Teacher Education held at Iowa City, Iowa.

May 16	Policy Board Meeting.
June 5 - 11	WELAP workshop at Stevens Point State University.
June 19 - July 1	Second WELAP workshop at Stevens Point State University.
June 28	The project director addressed an NDEA Institute for English teachers at Lawrence University, Appleton.
July 6	The project co-sponsored with the University of Wisconsin a one-day English teachers' conference. Dr. Kellogg Hunt of Florida State University delivered the main address on the topic, "Analysis of Sentence Structure." Over 200 teachers and students attended this conference which was held on the campus of the University of Wisconsin-Madison.
July 10 - 16	The project director served as instructor in the NDEA Institute held at Eau Claire State University. The work was based upon Teaching Speaking and Writing in Wisconsin.
July 31 - August 6	Four WELAP workshops were conducted simultaneously at state universities at Eau Claire, Oshkosh, Platteville, and Whitewater.
October 1	Third annual meeting of methods instructors at Stevens Point State University.
November 23 - 28	The project director attended the annual convention of the National Council of Teachers of English, held at Houston, Texas, where he attended meetings of the Research Foundation Board, and delivered a paper on English usage at a section meeting.
December 12	The project director prepared and executed a 30-minute TV program on the language curriculum. This program was broadcast to audiences of teachers at all junior and senior high schools in Milwaukee.

Between July 1 and September 30	The project director lectured at five NDEA English Institutes.
Between January 1 and December 31	The project director and the project coordinator addressed approximately 56 teacher audiences, totaling 5,475 persons, in different school districts throughout the state.

1967

January 6	Steering Committee Meeting
January 28 - 31	The project director attended the national conference of the English Instructional Materials Center for directors of NDEA Institutes, held in Chicago.
February	The project's third curriculum guide, Teaching the English Language in Wisconsin, was distributed to schools throughout the state.
February 3 - 5	The project director attended the annual meeting of the Research Foundation of the National Council of Teachers of English in Chicago.
April 28	Steering Committee Meeting.
April 28	The project director attended a meeting of the Council of Chairmen of Speech Departments to discuss implications of the curriculum Teaching Speaking and Writing in Wisconsin. This meeting was held at the University of Wisconsin-Madison.
April 28 & 29	The project director participated in the annual convention of the Wisconsin Council of Teachers of English, held at Madison.
May 5 and 6	The project director reported on the project to the Minnesota Council of Teachers of English at Rochester.

May 18	A thirty-minute TV tape was recorded at St. Paul, Minnesota, on English usage by the project director.
May 26	A lunch was held to honor departing staff.
June 5 - 7	At the invitation of the U. S. Office of Education the project director spent three days in Washington in the evaluation of proposals for NDEA summer institutes.
June 19 - 24	The project director instructed a voluntary workshop of twelve junior high school teachers in the use of transformational grammar.
June 27	The project director was guest speaker at an English workshop at Indiana University.
July 5	A one-day conference for teachers of English was held on the campus of the University featuring as speakers Dr. G. Robert Carlsen, State University of Iowa, and Robert F. Hogan, Associate Exectuive Secretary of the National Council of Teachers of English. About 200 teachers attended.
July 14	The project director was guest luncheon speaker at a conference of teachers of English at Indiana University.
July 1 - August 3	In this period the project director visited and was guest speaker at NDEA Institutes at Holy Family College, Manitowoc; Mount Mary College, Milwaukee; Dominican College, Racine; Eau Claire State University; and La Crosse State University.
August 21 - 23	The project director attended the International Conference on the Teaching of English at Vancouver, B.C. and read a paper entitled: "Children Have Much to Tell."
September 1 - December 30	Visits to schools for teacher conferences and supervision of pilot programs continued in this period. Schools visited included Westby, Medford (teachers college), Tomah, Algoma, Racine, Mayville, Mukwonago, Winnequah, Sparta, Waupun, Madison, Viroqua, Portage, and Waukesha.

September 30	The Wisconsin Conference on English Education, organized and initiated by the project director, held its first meeting at Edgewood College, Madison. The project director gave the keynote address.
October 10	At a meeting of Supervisors and Directors of instruction of the State of Wisconsin the project director made an address on the new curriculum in the English language.
October 13	By invitation the project director addressed the Minnesota English Teacher's Association at Mankato.
October 20	The project director was guest and speaker at the annual meeting of the ISCPET at Chicago.
November 3	At the annual meeting of the English section of the WEA the project director reported on the project.
November 18 - 26	The project director attended the annual convention of the National Council of Teachers of English at Honolulu, serving as member of the Board of Trustees of the Research Foundation, and Associate Chairman of the Conference on English Education.
December 15	After many delays in the print shop the Research Bulletin; Evaluation of Published English Tests was published. Written by staff member Susan Wood under the direction of the project director, it analyzes English tests used in Wisconsin with ratings by teachers and reviewers. Five hundred copies will be distributed free of charge to educators.
January 1 - June 30	In this period three major activities were carried to completion: 1. The three curriculum guides, Teaching Literature in Wisconsin (1965); Teaching Speaking and Writing in Wisconsin (1966); and Teaching the English Language in Wisconsin (1967) were revised, corrected,

re-edited, indexed and published in one single volume of 450 pages. Four thousand copies will be issued free of charge to the schools of the state.

2. Pilot school projects were initiated and supervised by the project director. See item D, page 26.

3. The final report of the project was compiled, edited, and duplicated for filing with the United States Office of Education.